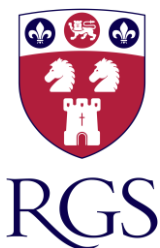


RELATIONSHIPS AND SEX EDUCATION POLICY



RGS



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY (JUNIOR SCHOOL & SENIOR SCHOOL)

Newcastle upon Tyne Royal Grammar School

RATIONALE AND ETHOS

This policy covers our school's approach to Relationships and Sex Education. It was produced by the Head of PSHE (K.Hammill) & JS Head of PSHE (R.Milligan) through consultation with the Deputy Head Pastoral (S.Longville).

We define 'relationships and sex education' as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

We aim to ensure our students are prepared, aware of their rights and responsibilities and able to make informed choices whilst being conscious of finding the balance between providing that education too early or late or making it too grown up or not relevant. With this in mind we find the partnership of home and school as vital in providing the context for these studies, both by continuing discussions at home but also by keeping school informed of relevant issues which may need further exploration in the classroom.

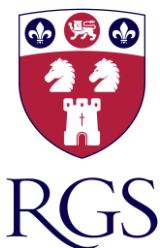
In primary education, the subject is generally known as 'Relationships Education'. At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born, and we include this in our schemes of work. In secondary education, the subject is known as 'Relationships and Sex Education'. For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE).

Our school's overarching aim for our students is to give them the knowledge and capability to take care of themselves and receive support if problems arise. This is in addition to fostering pupil wellbeing and developing resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. We also aim to aid the development of personal attributes including kindness, integrity, generosity, and honesty in accordance with our schools ethos and values: sense of belonging, love for learning, ambition to succeed and belief in each other.

We ensure RSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by providing opportunities both in and out of school to promote physical, social and emotional understanding. The school recognises that pupils with SEND may need additional support to cope with the physical and emotional aspects of growing up. Carrying out a baseline assessment activity at the beginning of each new topic also ensures that the subsequent learning starts where the pupils are and is matched to their individual needs.

RSE also fosters gender equality and LGBT+ equality by nurturing good relations across all characteristics - between people who share a protected characteristic and people who do not share it. Lessons are also sensitive to the wide variety of faiths that our students belong to.

We believe relationships and sex education is important for our students and our school because it equips children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.



ROLES AND RESPONSIBILITIES

The RSE programme is delivered as part of a timetabled PSHE programme led by K. Hammill (Head of PSHE) and R. Milligan (Head of JS PSHE) and supported by additional PSHE staff. At present this is Form Supervisors in the Junior School and Heads of Year in the Senior School.

Relevant training is provided for staff and some may undertake higher level qualifications in related areas, such as counselling, wellbeing or mindfulness and share their expertise with colleagues.

The PSHE subject leader is responsible for:

- Raising the profile of RSE within the school.
- Monitoring the standard of teaching and learning for evaluating strengths and weaknesses.
- Attending CPD courses to further develop knowledge of teaching and learning in the subject.
- Supporting colleagues in the teaching of RSE and sharing information regarding developments in the subject
- Responding to the needs of individual pupils

Sessions are delivered by a variety of teaching staff either individually or collectively depending on the requirements. All staff are entitled to the necessary training and this is reviewed on a regular basis.

LEGISLATION (STATUTORY REGULATIONS AND GUIDANCE)

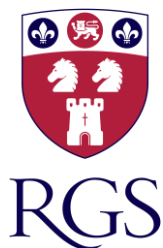
Department for Education statutory guidance states that all secondary schools must deliver Relationships and Sex education (RSE). This is statutory guidance issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

- Documents that inform the school's RSE policy include:
 - Education Act (1996)
 - Learning and Skills Act (2000)
 - Education and Inspections Act (2006) o Equality Act (2010),
 - Supplementary Guidance SRE for the 21st century (2014)
 - Keeping children safe in education – Statutory safeguarding guidance (2016)
 - Children and Social Work Act (2017)

CURRICULUM

Our RSE programme is an integral part of our whole school PSHE education provision and will cover a variety of compulsory topics as outlined by the DfE in the document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education -Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (publishing.service.gov.uk). Topics include:

- Families
- Respectful relationships (including friendships)
- Online and media
- Being safe
- Intimate and sexual relationships (including sexual health)



- Mental wellbeing
- Internet safety & harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Our RSE programme is taught through a range of teaching methods and interactive activities, and uses selected resources, such as books and film clips to support and promote understanding within a moral/values context.

Learning about relationships and sex education in PSHE education lessons will link to/complement learning in our wider school curriculum to provide pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults.

Pupils will be encouraged to reflect on their own learning and progress throughout the course of each academic year via PSHE lessons, structured form & tutor time and whole school & year group assemblies.

Assessment in RSE takes place via baseline assessments to determine what is already known and to clarify learning needs moving forwards.

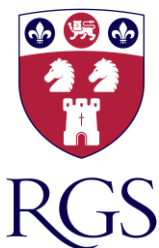
An outline of the topics covered and the year group they are covered in can be found in Appendix 1.

SAFE AND EFFECTIVE PRACTICE

During Relationships & Sex Education lessons (and at other times) controversial topics may arise. The judgement of individual teachers will decide as to whether the subjects are suitable for class discussion. Teachers will try to answer pupils' questions honestly, sensitively and in such a way that takes the context into account. In all circumstances, the professional judgement of the teacher must come in to play. Ground rules are set at the beginning of each academic year and devised by each individual class to ensure they are appropriate to the age and stage of the group in question. These are also reviewed throughout the year where the delivery of a particularly sensitive topic may occur. If a question is felt to be too explicit, the teacher will acknowledge it and deal with it outside of the whole class setting.

All PSHE staff are expected to deliver material impartially and have full access to a wide range of CPD to support their teaching. Many of the staff involved in delivering PSHE also fulfil other pastoral roles such as Head of Year, Form Supervisor & Tutor, thus making them extremely well equipped to deal with the topics covered. The resources are compiled centrally and regularly reviewed by the Heads of Department (JS & SS) and Deputy Head Pastoral to ensure they are both appropriate and relevant and to ensure neutrality especially around contentious subjects. We are committed to upholding the Equality Act 2010 to ensure that students are not discriminated against for their sex, race, disability, religion or belief or sexual orientation. Should you have any concerns regarding a specific issue, please contact Miss Longville (Deputy Head Pastoral) who will be happy to discuss this further.

In response to the Government publication of the 'Review of sexual abuse in schools and colleges' (June 2021) in association with Ofsted, we acknowledge that school and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. We therefore follow a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This includes topics such as consent and the sending of 'nudes'. This is delivered using material such as CEOP's 'Send me a pic' resources



and using sessions from external organisations such as Streetwise & Northumbria Police Violence Reduction Unit.

SAFEGUARDING

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, he/she will talk to the Designated Safeguarding Lead (DSL). The school has a separate **SAFEGUARDING POLICY** and those involved in the delivery of PSHE are aware of the procedure to follow should any concerns be raised during a session due to the sensitive nature of the topics covered. We aim to ensure that pupils' best interests are prioritised and encourage pupils to talk to their parents/carers for support where appropriate. If confidentiality must be broken, pupils are informed first and then supported by the designated teacher throughout the process.

ENGAGING STAKEHOLDERS

This policy will be available on the school website at all times. Where changes are made these will be circulated via e-mail to the relevant stakeholders. Parents, staff and governors all have a fundamental role to play in the delivery of effective RSE both in school and at home and we believe that keeping the lines of communication open is a fundamental part of this. Pupil voice will be used to review and tailor our RSE programme to match the different needs of pupils and parents will also be regularly consulted regarding the provision of RSE. Where relevant/necessary parents will also be given the opportunity to view the materials and resources.

THE RIGHT TO WITHDRAW

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE, up to and until three terms before the child turns 16. Before making the decision to withdraw we would encourage all parents to read the information below which outlines those parts of RSE that constitute sex education. **There is no right to withdraw from Relationships Education or Health Education.** As the information shows these three topics are very closely linked and students will not see boundaries between science, health, safeguarding, relationships, and sex. Children and young people are naturally curious and will ask questions that flow from any line of inquiry. It is important to accept that there is a natural overlap between subjects and as such a withdrawal request should be carefully considered. Should you wish to withdraw your child from sex education we ask in the first instance that you contact Mr Miller (Junior School) (j.n.miller@rgs.newcastle.sch.uk) or Mr Stanford (Senior School) (g.stanford@rgs.newcastle.sch.uk). If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal however we must stress that this withdrawal effectively leaves the role of sex educator to the parents. For safeguarding reasons, it is imperative that if this material is not being received in school that it is delivered elsewhere, and this is also something worth thinking about when considering withdrawal. A record will be kept of any students who are removed from sex education.

Appendix 2 comprises a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.



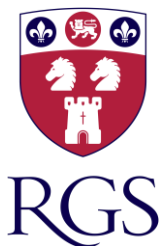
LINKS TO OTHER POLICIES AND AREAS OF THE CURRICULUM

This policy supports/complements the following policies:

- The RGS ethos and vision
- Safeguarding policy
- Curriculum policy
- Anti-bullying policy
- Anti-cyberbullying policy
- Confidentiality at the RGS: guidance for students
- Drugs policy
- E-safety policy
- Procedure for peer on peer abuse
- Supporting emotional wellbeing and mental health policy

RSE POLICY REVIEW DATE

This policy is review annually by the Heads of Department, Deputy Head Pastoral and Governors to ensure that it continues to meet the needs of pupils, staff, and parents, and that it is in line with current DfE advice and guidance.



APPENDIX 1

An outline of the topics covered and the year group they are covered in:

Our programmes of study set out learning opportunities for each key stage, under three key themes as set out by the PSHE Association: *Health & Wellbeing, Relationships and Living in the Wider World*. The DfE statutory guidance is comprehensively covered. Below is a list of the learning objectives covered in each Key Stage.

Key Stage 2

Year 3 – Autumn

<u>Year 3</u>
Living in the Wider World
<ul style="list-style-type: none"> • I recognise my worth and can identify positive things about myself and my achievements. • I can set personal goals • I value myself and know how to make someone else feel welcome and valued • I can face new challenges positively, make responsible choices and ask for help when I need it • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I understand why rules are needed and how they relate to rights and responsibilities • I know how to make others feel valued • I can explain how some of the actions and work of people around the world help and influence my life • I can show an awareness of how this could affect my choices • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different • I can empathise with children whose lives are different to mine and appreciate what I might learn from them. <p><i>Students also receive an assembly about the emergency services</i></p>
Relationships
<ul style="list-style-type: none"> • I understand that everybody's family is different and important to them • I appreciate my family/the people who care for me • I understand that differences and conflicts sometimes happen among family members • I know how to calm myself down and can use the 'Solve it together' technique • I know what it means to be a witness to bullying • I know some ways of helping to make someone who is bullied feel better • I know that witnesses can make the situation better or worse by what they do • I can problem-solve a bullying situation with others • I recognise that some words are used in hurtful ways • I try hard not to use hurtful words (e.g. gay, fat) • I can tell you about a time when my words affected someone's feelings and what the consequences were • I can give and receive compliments and know how this feels <p><i>Students also receive a pedestrian safety workshop</i></p>
Health & Wellbeing
<ul style="list-style-type: none"> • I understand how exercise affects my body and know why my heart and lungs are such important organs • I can set myself a fitness challenge • I can tell you my knowledge and attitude towards drugs

This policy applies to the whole school and is published to parents, students, staff and governors

Updated: May 2024 Reviewed: May 2024 Author: K. Hammill

- I can identify how I feel towards drugs
- I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to come to for help
- I can express how being anxious or scared feels
- I understand that, like medicines, some household substances can be harmful if not used correctly
- I can take responsibility for keeping myself and others safe at home
- I understand how complex my body is and how important it is to take care of it
- I respect my body and appreciate what it does for me

Year 4

Living in the Wider World

- I know my attitudes and actions make a difference to the class team
- I know how good it feels to be included in a group and understand how it feels to be excluded
- I try to make people feel welcome and valued
- I understand who is in my school community and the roles they play
- I can take on a role in a group and contribute to the overall outcome
- I understand how democracy works through the school council
- I can recognise my contribution to making a Learning Charter for the whole school
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.
- I can take on a role in a group and contribute to the overall outcome
- I understand how groups come together to make decisions

Students also receive an assembly about the emergency services

Relationships

- I understand that, sometimes, we make assumptions based on what people look like
- I try to accept people for who they are
- I understand what influences me to make assumptions based on how people look
- I can question why I think what I do about other people
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- I know how it might feel to be a witness to and a target of bullying
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
- I can problem-solve a bullying situation with others
- I can identify what is special about me and value the ways in which I am unique
- I like and respect the unique features of my physical appearance
- I can tell you a time when my first impression of someone changed when I got to know them
- I can explain why it is good to accept people for who they are

Pupils receive a talk from the school nurse on the theme of 'growing up'

Health & Wellbeing

- I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant
- I know how it feels to belong to range of different relationships and can identify what I contribute to each of them
- I can recognise how different friendship groups are formed, how if fit into them and the friends I value the most
- I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions

- I can recognise the changing dynamics between people in different groups, see who takes on which role e.g. leader, follower, and understand the role I take on in various situations
- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I can identify feelings of anxiety and fear associated with peer pressure
- I can identify someone I love and can express why they are special to me
- I know how most people feel when they lose someone or something they love
- I can tell you about someone I know that I no longer see
- I understand that we can remember people even if we no longer see them

Year 5

Living in the Wider World

- I understand that cultural differences sometimes cause conflict
- I am aware of my own culture
- I understand what racism is
- I am aware of my attitude towards people from different races
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one
- I can explain the difference between direct and indirect types of bullying
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- I can compare my life with people in the developing world
- I can appreciate the value of happiness regardless of material wealth
- I can enjoy the experience of a culture other than my own
- I respect my own and other people's cultures

Relationships

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I know how to keep building my own self-esteem
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I know how to stand up for myself and how to negotiate and compromise
- I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean
- I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/girlfriend
- I understand how to stay safe when using technology to communicate with my friends
- I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others
- I can identify some of the physical changes that happen to bodies during puberty and explain that puberty begins and ends at different times for different people
- I can use scientific vocabulary for external male and female body parts/genitalia
- I can explain what happens during menstruation and explain what is meant by ejaculation/wet dreams
- I can explain how and why it is important to keep clean during puberty
- I can describe ways of managing physical change during puberty and respond to questions
- I can describe how emotions and relationships may change during puberty and explain where we can get the help and support we need in relation to puberty

Letter sent home to inform parents of Relationships Education sessions

Health & Wellbeing

- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- I know how to keep myself calm in emergencies
- I understand how the media and celebrity culture promotes certain body types
- I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
- I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
- I respect and value my body
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy
- I am motivated to keep myself healthy and happy

Year 6

Living in the Wider World

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I feel welcome and valued and know how to make others feel the same
- I know that there are universal rights for all children but for many children these rights are not met
- I understand my own wants and needs and can compare these with children in different communities
- I understand that my actions affect other people locally and globally
- I understand my own wants and needs and can compare these with children in different communities
- I understand how having a disability could affect someone's life
- I am aware of my attitude towards people with disabilities
- I can give examples of people with disabilities who lead amazing lives
- I appreciate people for who they are
- I can explain ways in which difference can be a source of conflict and a cause for celebration
- I can show empathy with people in either situation

Relationships

- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem
- I can describe the physical and emotional changes that occur during puberty and how to manage these
- I can identify myths and facts about puberty, and what is important for a young person to know
- I can begin conversations (or ask questions) about puberty with people that can help us
- I can describe some changes that happen as we grow up and identify the range of feelings associated with change, transition to secondary school and becoming more independent
- I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
- I can identify different kinds of loving relationships and describe the qualities that enable these relationships to flourish
- I can explain the expectations and responsibilities of being in a close relationship and recognise how relationships may change or end and what can help people manage this
- I can identify the links between love, committed relationships / marriage, and conception
- I can explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults

- I can explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Letter sent home to inform parents of RSE sessions with option to withdraw

Health & Wellbeing

- I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood
- I am motivated to give my body the best combination of food for my physical and emotional health
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I am motivated to find ways to be happy and cope with life's situations without using drugs
- I can evaluate when alcohol is being used responsibly, anti-socially or being misused
- I can tell you how I feel about using alcohol when I am older and my reasons for this
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I know how to help myself feel emotionally healthy and can recognise when I need help with this
- I can recognise when I feel stressed and the triggers that cause this
- I can use different strategies to manage stress and pressure

PSHE Education Schemes of Work – Y7-11

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps children to achieve their academic potential (*PSHE Association, 2024*)

The schemes of work below have been designed in accordance with the PSHE Association Programme of Study. This programme of study has been designed to integrate (but is not limited to) the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education which was published in June 2019 and became compulsory for all schools in September 2020. Further information about this can be found [here](#).

Year 7 – Autumn Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Introduction to PSHE	<ul style="list-style-type: none"> Explain what PSHE involves Give examples of topics we may study in PSHE Identify sources of help and support at RGS 	H1, H2, H9, H13, R10, R42, R43, L9	What is PSHE education? (pshe-association.org.uk)
Lesson 2 – Transition to Secondary School	<ul style="list-style-type: none"> Consider the similarities and differences between primary and secondary school Name some of the strategies needed to manage change Identify sources of help and support if things aren't going to plan 	H1, H2, H4, H5, H6, H7, H9, H12, H13, R7, R10, R14, R16, R43, L1, L2, L3	Transitioning to secondary school- BBC Teach
Lesson 3 – Making and maintaining friendships	<ul style="list-style-type: none"> Explain why friendship is important. Describe reasons why friendships might develop and change over time. Explain some of the benefits of making new friends and having different types of friends. Describe some of the challenges of making new friendships while keeping old friendships. 	H1, H2, H4, H5, H6, H9, H10, R7, R9, R10, R13, R14, R16, R19, R21, R23, R42, R43, R44	Talk Relationships: resources to deliver sex and relationships education NSPCC Learning

Lesson 4 – Similarities, differences and peer influence	<ul style="list-style-type: none"> • Explain how a culture of equality and inclusion can reduce bullying • Describe strategies for managing peer influence, including online • Analyse the roles peers can play in supporting one another to resist pressure and influence in relation to bullying 	H1, H2, H4, H5, R3, R38, R39, R40, R41, R42, R43, R44	Bullying How To Deal With Bullying and Getting Help YoungMinds Friendship and bullying lesson packs (pshe-association.org.uk)
Lesson 5 – Healthy online friendships	<ul style="list-style-type: none"> • Identify how communicating with friends, or others, online differs from face-to-face friendships and relationships. • Describe ways to keep friendships safe, positive, and healthy when communicating online. • Explain risks associated with meeting people online. • Identify steps to take if an online relationship feels unhealthy, unsafe, or negative. 	H1, H2, H3, H30, R2, R17, R37, L20, L21, L22, L23, L24, L25, L26, 27	Think B4 You Type: anti-bullying toolkit NSPCC Learning
Lesson 6 – Diet, exercise and hygiene	<ul style="list-style-type: none"> • Identify different influences on decisions regarding diet and exercise • Analyse why some influences might be stronger than others • Evaluate which influences are more or less reliable and strategies to manage these influences • Consider why it is important to look after our personal hygiene and ways we can do this 	H16, H17, H18	The Eatwell Guide- NHS (www.nhs.uk) How To Do Self-Care When You're Really Struggling YoungMinds
Extension task/cover work: NB Both need a trigger warning and teacher will need to pause for discussion in relevant places. Is Tik Tok Safe? Video & Resources ClickView Jesy Nelson: Odd One Out Video & Resources ClickView			

Year 7 – Spring Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Sleep	<ul style="list-style-type: none"> • Explain the impact of sleep on health and wellbeing • Describe healthy sleep patterns and identify factors which can reduce sleep quality • Describe a range of strategies for ensuring appropriate sleep patterns 	H13, H14, H15, H16, H17	Sleep problems- Every Mind Matters- NHS (www.nhs.uk) The Wellbeing Hub- Schools- Teen Tips
Lesson 2- Puberty	<ul style="list-style-type: none"> • Describe the physical and emotional changes that happen during puberty • Understand that these changes happen at different times for everyone • Identify where to seek advice and support about the changes that occur during puberty 	H34, R1, R2, R18	Puberty – Brook
Lesson 3 – Managing Change	<ul style="list-style-type: none"> • Understand why puberty can change the way we feel and act in everyday life • Recognise how emotions change during puberty, have some strategies for dealing with these feelings in a positive way. • Identify ways of managing the changes that occur during puberty 	H34, R1, R2, R18	Puberty – Brook
Lesson 4 – Body Image	<ul style="list-style-type: none"> • Identify different forms of self-expression 	H3, H4, H5, H6	Body image YoungMinds

	<ul style="list-style-type: none"> • Explain how internal and external influences can affect self-expression and feelings about body image • Evaluate the impact of different influences on decisions relating to body image 		
Lesson 5 – Self Esteem	<ul style="list-style-type: none"> • Identify personal strengths • Learn about the impact of social media on body image • Recognise unrealistic beauty standards in the media 	H3, H4, H5, H6	Dove Self-Esteem Project workshops for schools – Dove
Lesson 6 – Hurtful Behaviour	<ul style="list-style-type: none"> • Understand that everyone has to be treated with respect • Consider the nature of gender-based hurtful behaviour and what is acceptable and unacceptable • Evaluate how young people can respond and challenge hurtful behaviours 	R6, R7, R8, R9, R10, R11, R12, R22, R24	Healthy relationships NSPCC

Year 7 – Summer Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Healthy & Unhealthy Relationships	<ul style="list-style-type: none"> • I can evaluate the positives and negatives of exploring relationships online. • I can compare different types of relationships online and describe their impact. • I can identify how to get help if I'm worried about anything that's happened online. 	H6, H30, H31, R1, R2, R10, R13, R14, R17, R18, R21, R23, R29, R30	11-18s CEOP Education (thinkuknow.co.uk)

Lesson 2 – Pressure in Relationships	<ul style="list-style-type: none"> • I can identify the manipulative behaviours used to pressure someone into sharing an image, and a range of strategies to respond. • I can identify when someone doesn't want to send an image and how a partner should respond to this. • I can describe how someone might feel if they are being pressured to send an image, and what actions they could take. 	H6, H30, H31, R1, R2, R10, R13, R14, R18, R21, R23, R29, R30	11-18s CEOP Education (thinkuknow.co.uk)
Lesson 3 – Sharing Inappropriate Images	<ul style="list-style-type: none"> • I can evaluate my own perceptions around nude image sharing in groups. • I can describe the impact non-consensual nude image sharing might have on a young person. • I can identify how to support a young person who is worried about images being shared or who has had their images shared non-consensually. 	H6, H30, H31, R1, R10, R11, R13, R14, R18, R21, R23, R29, R30	11-18s CEOP Education (thinkuknow.co.uk)
Lesson 4 – FGM	<ul style="list-style-type: none"> • Explain what is meant by FGM • Identify risks, myths and facts associated with FGM • Describe how to safely access support for ourselves or others who may be at risk, or have already been subject to FGM 	H21, H22	Female Genital Mutilation- Prevent & Protect NSPCC
Lesson 5 – Understanding Substance Use (Energy Drinks/Caffeine)	<ul style="list-style-type: none"> • Assess and evaluate prior knowledge, beliefs and attitudes regarding substance use • Describe the effects of caffeine consumption 	H17, H18, H23, H24, H25, H26	BBC Two- Trust Me, I'm a Doctor, Series 2, Episode 2- Are energy drinks really bad for us?

	<ul style="list-style-type: none"> • Explain the risks associated with caffeine consumption • Evaluate strategies to reduce caffeine consumption 		
Lesson 6 – Managing Risks and Staying Safe	<ul style="list-style-type: none"> • I can differentiate between the features of healthy friendships and those associated with gang membership • I can explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes • I can explain why some young people may want to join a gang but most do not 	H30, H31, R37, R45, R46, R47	Mental health: needs of gang-affiliated young people- GOV.UK (www.gov.uk)
Lesson 7 – First Aid	<ul style="list-style-type: none"> • I am able to carry out a primary survey • I can place an unresponsive casualty, who is breathing normally, into the recovery position • I know when and how to deliver CPR to an unresponsive casualty who is not breathing normally • I can ensure the safety of myself and others 	H31, H33	First Aid Lesson Plans St John Ambulance (sja.org.uk)

Year 8 – Autumn Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Be Internet Citizens (Disinformation, misinformation and biased writing)	<ul style="list-style-type: none"> • Identify common traits of dis/misinformation (e.g. website format, URLs, Twitter profiles). • Explain potential motives for posting inaccurate information online and 	H3, H4, H30, R40, R41, R43, L22, L23, L27	Be Internet Citizens

	<p>describe how it impacts on individuals and society.</p> <ul style="list-style-type: none"> List effective responses to dis/misinformation when encountered online (e.g. fact-checking and reporting). 		
Lesson 2 – Be Internet Citizens (Free speech and hate speech)	<ul style="list-style-type: none"> Define freedom of speech and explain the benefits it offers citizens and wider society. Describe impactful, positive uses of freedom of speech online. Define hate speech and identify cases online. Explain the real-world harm caused by online hate speech for myself and others. Feel confident using a range of responses to hate speech and abuse online (e.g. reporting, counter-messaging, peer support, debunking false claims). 	H3, H4, H30, R40, R41, R43, L22, L23, L27	Be Internet Citizens
Lesson 3 – Prejudice and stereotypes	<ul style="list-style-type: none"> Understand that people have negative attitudes and what is meant by prejudice and stereotypes. Be able to recognise my own and others' stereotypical and prejudicial attitudes. Be aware of the negative consequences of prejudice and stereotypes. 	R4, R5, R15, R38, R39, R40, R41	Homepage EHRC (equalityhumanrights.com)
Year 8 – Spring Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources

Lesson 1 – Attitudes to Mental Health	<ul style="list-style-type: none"> Evaluate the links between mental health and physical health Identify common misconceptions about mental health Recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health 	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H14, H15	www.youngminds.org.uk
Lesson 2 – Unhealthy Coping Strategies	<ul style="list-style-type: none"> Explain why self-harm and eating disorders are unhealthy coping strategies Recognise misconceptions about unhealthy coping strategies Recognise warning signs of emotional difficulties Identify suitable sources of support and explain why, when and how to seek help for ourselves or others 	H9, H10, H11, H12, H21	The UK's Eating Disorder Charity- Beat (beateatingdisorders.org.uk) Treatment and support for self-harm- Mind Calm Harm app
Lesson 3 – Managing difficult feelings	<ul style="list-style-type: none"> Recognise circumstances leading to intense emotions that may be difficult to manage Explain a range of positive strategies for managing difficult emotions Assess whom, how and why to ask for support when it's needed 	H6, H7, H8, H9, H10, H11, H12	Feelings and emotions Childline

Year 8 – Summer Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Healthy relationships	<ul style="list-style-type: none"> Describe features of healthy relationships. 	R1, R2, R8, R9, R10, R11, R13,	Healthy relationships NSPCC

	<ul style="list-style-type: none"> • Explain that everyone has rights and how someone can respond if these rights aren't respected. • Describe or demonstrate how people can communicate their values and negotiate effectively in a relationship. • Recognise when relationship behaviours become concerning and describe strategies to respond to concerns, including accessing support. 		
Lesson 2 – Consent	<ul style="list-style-type: none"> • Identify ways to verbally or non-verbally communicate giving, not giving and withdrawing consent. • Explain that everyone has the right to freely give or not give consent and their decision must be respected. • Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given, and that seeking consent is an ongoing process. 	R24, R25, R26, R27	Healthy relationships NSPCC
Lesson 3 – LGBTQIA+ inclusivity	<ul style="list-style-type: none"> • Understanding and respecting the spectrum of gender identities and sexual orientations. • Explain the difference between sexual orientation and gender identity • Describe ways to support someone who has chosen to 'come out' about their sexual orientation or gender identity 	R3, R8, R9, R10, R11, R36, R40, R41	Diversity Role Models Home- Just Like Us

Year 9 – Autumn Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources

Lesson 1 – Transition to Year 9 & future goals	<ul style="list-style-type: none"> Identify the changes that may occur as they move from Y8 to Y9 Think about the importance of goal setting and how to implement it in their own lives Understand the importance of resilience when trying to achieve a specific goal 	L1, L2, L3, L4, L5, L6, L7, L8, L9, L10	Setting realistic goals- BBC Bitesize How you can turn your goals into reality- BBC Bitesize
Lesson 2 – Setting boundaries	<ul style="list-style-type: none"> Understand what influences decision making. Think about which personal values are important to them. Consider how to manage peer pressure 	R42, R43, R44	Peer pressure-"Back me up" Childnet How To Handle Peer Pressure (youtube.com)
Lesson 3 – Peer pressure and gang culture	<ul style="list-style-type: none"> Understand that life is a series of choices Recognise and develop positive reasoning skills Learn how to make the right choices 	R42, R43, R44, R45, R46, R47	gang-lesson-plan-2.pdf (lordstaverners.org)

Year 9 – Spring Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Saving and borrowing	<ul style="list-style-type: none"> Explore options about borrowing money Understand that borrowing money can have advantages and disadvantages Consider how repayments and interest work 	L15, L16, L17, L18, L19	Young Money Chapter 3 Borrowing England.pptx (live.com)
Lesson 2- Gambling	<ul style="list-style-type: none"> Understand that gambling can result in wins and losses. Consider the fact that gambling is high risk and that the chances of losing money are far greater than winning it. 	L15, L16, L17, L18, L19	Young Money Chapter 5 Risk England.pptx (live.com)

	<ul style="list-style-type: none"> Identify the number of sectors where gambling may take place 		
Lesson 3- Debt	<ul style="list-style-type: none"> Understand that personal circumstances can change without warning Identify the differences between manageable and unmanageable debt Evaluate the financial consequences of getting in to debt 	L15, L16, L17, L18, L19	Young Money Chapter 3 Borrowing England.pptx (live.com)

Year 9 – Summer Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Sex & relationships in the media	<ul style="list-style-type: none"> Explain what gender stereotypes are and why these can be unfair, misleading or limiting. Describe how people and relationships can be affected by media influence and gendered stereotypes. Identify strategies to manage pressure and influences from sexualised media, including social media. 	R9, R10, R11, R12, R37, R39	Talk Relationships: resources to deliver sex and relationships education NSPCC Learning
Lesson 2- Consent	<ul style="list-style-type: none"> Identify ways to verbally or non-verbally communicate giving, not giving, and withdrawing consent Explain that everyone has the right to freely give or not give consent and their decision must be respected Explain that it is the legal and moral responsibility of the person seeking consent to ensure consent has been given, and that seeking consent is an ongoing process 	R24, R25, R26, R27, R28, R29, R30, R31, R32, R33, R34	Get Support- The Mix

Lesson 3 – Contraception	<ul style="list-style-type: none"> Describe at least three obstacles to condom use and how these obstacles can be addressed. Consider excuses people may use to avoid using contraception and how to respond to those excuses. Describe correct steps for the use of a male, latex condom. 	R24, R25, R26, R27, R28, R29, R30, R31, R32, R33, R44	Sexual Health & Wellbeing- Brook – Fighting for healthy lives
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Y10 – Autumn Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Transition to KS4 and mental health	<ul style="list-style-type: none"> Identify the range of opportunities and challenges young people might encounter as they move into adulthood Explain strategies to help manage these challenges Analyse how mental health and emotional wellbeing can change throughout life, often in response to external events 	H1, H2, H3, H4, H5, H6, H7, H8	Mental Health Foundation Everyone deserves good mental health Britain Get Talking Home (itv.com)
Lesson 2 – Self harm	<ul style="list-style-type: none"> Recognise the risks associated with self-harm including using substances (drugs, alcohol, vaping) Identify the signs of a problem/dependency on substance use Identify sources of support 	H9, H10, H11, H12, H13, H14, H19, H20, H21	Information for 11-18 year olds on coping with self-harm- Mind Understanding Child Self-Harm & Keep Them Safe NSPCC
Lesson 3 – First aid	<ul style="list-style-type: none"> Recognise risks associated with drinking too much alcohol Consider how peer pressure can influence others 	H19, H20	Learn about alcohol and first aid with the British Red Cross

	<ul style="list-style-type: none"> Identify social barriers to helping others and how to overcome these Learn how to help someone who is unresponsive and breathing. 		
Assemblies: The purpose of blood, organ and stem cell donation for individuals and society-We Are Donors newcastle@wearedonors.org H15			
To increase confidence in performing CPR and using de-fibrillators - TKEE H24			

Y10 – Spring Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Relationship expectations	<ul style="list-style-type: none"> Recognise consent in practice Understand that an absence of consent means that an activity should stop immediately Give helpful examples of how to negotiate consent effectively 	R1, R2, R3, R4, R7, R18, R19, R20, R21, R22	Sexual Health help and advice – Brook
Lesson 2 – Sexual harassment	<ul style="list-style-type: none"> Understand what constitutes sexual harassment and sexual violence and why these are always unacceptable Recognise that power can exist within relationships and can be used positively as well as negatively. Know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour. 	R5, R7, R9, R28, R29, R30, R31	GCSE PSHE: Sexual harassment- Part 1 The Bar- BBC Teach
Lesson 3- Pornography	<ul style="list-style-type: none"> Consider the impact of viewing harmful content Understand that specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours 	R8, R30	Sexual Health & Wellbeing- Brook – Fighting for healthy lives

	<ul style="list-style-type: none"> • Know that pornography can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners 		
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Y10 – Summer Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Diversity and Inclusion	<ul style="list-style-type: none"> • Explain the importance of respecting diversity • Assess the impact of media, social media and individual actions on people’s attitudes towards diversity • Identify positive actions someone can take to challenge harmful views and promote diversity 	R4, R5, R6, R9, R34	Homepage EHRC (equalityhumanrights.com)
Lesson 2 – Extremism	<ul style="list-style-type: none"> • Identify and explain techniques used to engage someone with an extremist group • Explain ways to respond to radicalisation tactics • Describe how to seek help and support in relation to radicalisation and extremism 	R34, L24, L25, L26, L27, L28, L28	Prevent duty guidance: England and Wales (2023)- GOV.UK (www.gov.uk) Get help for radicalisation concerns- GOV.UK (www.gov.uk)
Lesson 3 - Careers (Morrisby)	<ul style="list-style-type: none"> • Complete a psychometric assessment of aptitudes, interests, personality and learning styles • Evaluate the most accurate career and course suggestions. • Consider A-level options choices and various alternative pathways. 	L1, L2, L3, L4, L5, L6, L7, L8	Careers Guidance Platform for Schools (morrisby.com)

Y11 – Autumn Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Health & self-examination	<ul style="list-style-type: none"> Understand that all bodies are different Understand the importance of knowing their own bodies and how they function Know how to take responsibility for maintaining and monitoring health 	H16, H17, H18	CoppaFeel! Check Your Chest Breast Cancer Awareness Charity Oddballs- Check Yourself Guide (myoddballs.com)
Lesson 2- Managing sexual health	<ul style="list-style-type: none"> Identify the symptoms of specific STIs and their treatment Understand how to reduce the risk of transmission of STIs Know how to respond if someone has, or may have, an STI (including ways to access sexual health services) 	H26, H27, H28, H29, R10, R23,	C-Card- Newcastle Hospitals NHS Foundation Trust (newcastle-hospitals.nhs.uk) Streetwise Young Peoples Project- Support, Advice, Counselling (streetwisenorth.org.uk) Sexual health- Newcastle Hospitals NHS Foundation Trust (newcastle-hospitals.nhs.uk)
Lesson 3 – Starting a family	<ul style="list-style-type: none"> Understand what constitutes a healthy pregnancy and how lifestyle choices affect a developing foetus Show awareness of the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy Understand the choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice Understand that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors 	H30, H31, H32, H33, R23, R24, R25, R26, R27	Saving babies' lives- Charity for Babies Tommy's (tommys.org) Planning your pregnancy- NHS (www.nhs.uk) Trying for a baby- NHS (www.nhs.uk)
Assemblies: To understand and build resilience to thinking errors associated with gambling (e.g. Gambler's Fallacy) the range of gambling related harms and how to access support for themselves and others (YGAM resources)			
H25, L19			

Y11 – Spring Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Relationships	<ul style="list-style-type: none"> • Discuss real life facts and scenarios concerning romantic relationships • Encourage open conversations about sex and relationships • Develop confidence and understanding about sensitive topics 	R4, R6, R9, R10, R11, R13, R30	Sex Ed on the cards - Outspoken Sex Ed
Lesson 2 – Coercive control	<ul style="list-style-type: none"> • Define coercive control • Understand coercive control can happen in a relationship regardless of gender, age, race, socio-economic status, sexual orientation, disability or background. • Identify sources of support 	R17, R28, R29, R30, R31, R32, R33	Is this coercive control?- BBC Teach
Lesson 3 - Personal Safety	<ul style="list-style-type: none"> • Identify risks to mental and physical health • Consider how to manage these risks e.g. spiking, county lines, sexual assault • Identify sources of support 	H22, H23, R12, R14, R15, R16, R35, R36, R37, R38, L22, L23	Spiking: factsheet- GOV.UK (www.gov.uk) County Lines- National Crime Agency SARCs Rape Crisis England & Wales New Psychoactive Substances (NPS)- Resource pack for informal educators and practitioners (publishing.service.gov.uk)

Y11 – Summer Term			
Topic	Lesson Objectives	PSHE Association Programme of Study References	Additional Resources
Lesson 1 – Moving on from school	<ul style="list-style-type: none"> • Explore the decisions that might be faced moving on from education • Consider different types of further education and employment 	L16, L17, L18, L20, L21	Young Money Chapter 4 Planning England.pptx (live.com)

	<ul style="list-style-type: none"> Evaluate the different options available after leaving school 		
Lesson 2 – Preparing for adult life	<ul style="list-style-type: none"> Understand the ways people get paid for work including the role of tax and national insurance Consider the financial implications of going to university Understand the need for financial planning for retirement 	L7, L8	Young Money Chapter 4 Planning England.pptx (live.com)
Study Leave			
Y11 Careers Programme		L9, L10, L11, L12, L13, L14, L15	MDOW & BMIL

Y12 & 13 - Key Stage 5

By the end of Key Stage 5 many of our students are preparing to move on to further education, leaving home for the first time and, in most cases, living independently for the first time. This key stage represents the last opportunity to ensure that students have all of the skills they need to embark upon the next stage in their lives. The relevant content is covered as part of the Plus Programme, led by Mr John Wood (j.wood@rgs.newcastle.sch.uk). This comprises of a variety of external speakers, the USTEER Programme <https://steer.education/usteer/> and a carousel of activities designed to further enrich existing learning opportunities.

APPENDIX 2

Below is a table produced by the Sex Education Forum exploring what may constitute sex education and where this content might be placed in the curriculum.

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Contraception - Types of contraception and how it works	<p>'The facts about the full range of contraceptive choices, efficacy and options available' is under secondary RSE subheading intimate and sexual relationships including sexual health.</p> <p>Covered in National Curriculum Science: Key Stage 4 science includes 'hormones in human reproduction, hormonal and non-hormonal methods of contraception'.</p> <p>Note: Contraception can be used for medical reasons separate from preventing conception, and this could come up as part of Health Education in relation to changing adolescent body and menstrual wellbeing.</p>	Sex Education Science Health education	Secondary, though basic concept can be explained at primary.
Sexually Transmitted Infections - Transmission - Prevention including safer sex - Testing	<p>STIs are part of secondary RSE subheading 'intimate and sexual relationships including sexual health', which covers transmission, prevention, safer sex and testing.</p> <p>STIs are included in National Curriculum Science at Key Stage 4 ('communicable diseases including sexually transmitted infections in human including HIV/AIDS').</p> <p>STIs could be covered as part of Health Education, where it would be more likely that STIs are given as examples of bacteria and viruses as part of secondary Health Education: 'about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics'.</p>	Sex Education Science Health education	Secondary, though basic concept can be explained at primary.
Human sexual response and sexual feelings - What happens physically e.g. increased heart-rate, pupils dilate, how erections occur, production of vaginal mucus as part of sexual response, hormones, sexual attraction - Orgasm, sexual pleasure - Masturbation - Managing sexual feelings and sexual desires, which cannot always be acted on	<p>Not specifically covered in Government RSHE guidance.</p> <p>Aspects of human sexual response relate to human sexual reproduction, which may be covered in secondary science which includes 'the structure and function of the male and female reproductive organs' at Key Stage 3.</p> <p>Aspects of human sexual response are likely to be touched on as part of puberty under Health Education, 'changing adolescent body'.</p>	Sex Education Science Health education	Secondary, though basic concepts such as what it feels like to fancy someone and that masturbation begins during puberty for many people might be covered at primary

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Human sexuality, sexual identity, including sexual orientation.	This is an overarching concept to support secondary sex education. Government guidance expects that LGBT content is integrated and that LGBT is covered in secondary.	Sex education, but with some natural overlap with Relationships Education.	Secondary, though concepts such as what it feels like to fancy someone can be covered at primary and must be taught inclusively.
Choices relating to sex - why people have sex - influences on having sex - sexual competencies (communication with partner, readiness, safer sex)	There are several references to understanding choices relating to sex under secondary RSE sub-section: 'intimate and sexual relationships including sexual health'.	Sex education but with some natural overlap with Relationships Education e.g.	Secondary
Definitions of sex and the law: - What is sex - What are sexual activities - Sexual consent - Sex and the law	Secondary RSE includes sexual consent under 'Being safe', both definitions: 'the concepts of, and laws relating to, sexual consent', and consent in relationships: 'how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)'. It is important that pupils have sufficient information to define sex and sexual activities to understand sex and the law.	Sex education but with some natural overlap with Relationships Education e.g. 'how people can actively communicate and recognise consent from others'.	Secondary, but some aspects of the law need to be covered at primary sufficient that children understand that there are laws relating to sex, and rules about our bodies – see Relationships Education 'Being Safe'.
Pornography	Secondary RSE includes under 'Online and media', pupils should know 'that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours...'	Sex education but with some natural overlap with Relationships Education.	Secondary, but at primary pupils need to know basic rules re seeking help from an adult if they encounter images or videos of people naked online.

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